

The American Teacher MAGAZINE

FEBRUARY, 1960



Special Education
Teacher

A Look at School
Taxation



Executive Council Proceedings
Social vs. Physical Science

Guest Editorials

JOHN DEWEY missed the centennial of his birth by a little more than seven years. But he left us a philosophy of education still to be fulfilled.

John Dewey, a fighter as well as a thinker, loved frontal attack and challenge of ideas. He believed in expanding the democratic vision. He believed in creative and critical inquiry into ideas. He knew education was the most important element of a democratic society.

Dewey found time to participate in political and social demonstrations with Jane Addams and others. He was active in organizing A.F. of T. and was a charter member of the New York Teachers Guild, Local 2. That he never regretted his work with the union was demonstrated shortly before his death, when he said:

"Let me . . . say that the time will come—I am not sure that I will live to see it—when the question will not be, Why should I join the Teachers Union? It will be, Why should I not, or why has not this person and that person done it? The time will come when the principle of organization and cooperation and the recognition of common interests of all those who work in any way, whether mostly with their heads or with their hands, or mostly with their voices, will be so clear that the explanations and the apologies and arguments will have to come from those who are not members of the Teachers Union . . ."

"I count it one of the satisfactions of my own teaching career, that I have had from the first, the opportunity to be a member of a local of the American Federation of Teachers. Today I prize this special opportunity to join in rejoicing in its past, and in looking forward with confidence to its future."

"May it continue to be steadfast in the great work in behalf of the schools of America, and thereby throughout our common America, in a world that must grow in common understanding, if it is not to perish."

We salute you, John Dewey, our most honored union member.—From the Stockton Teacher, of the Stockton (Calif.) Federation of Teachers, Local 1287.



MOST AMERICANS look back upon Tennessee's famous Scopes trial in 1925 with either shame or a sense of incredulity. John T. Scopes was fined \$100 for violating a state law against the teaching of evolution. The law and the finding of guilty brought ridicule and indignation down upon Tennessee.

Tennessee Persecutes A School Now local authorities, egged on by the state, seem about to present a similar drama. The Highlander Folk School is being harassed by the state and local authorities and an effort is being made to revoke its charter.

The school, located at Monteagle, has been harried in many of its 27 years. Members of all races have gone to it for short periods to join adult education discussion groups, to study, to find guidance in their work. Highlander has attracted men and women from

over the world—teachers, poets, musicians, philosophers. It has an international reputation.

But Highlander has violated the code of the south—it is integrated! It has no bars of race, creed or color. It has been a source of help for Negroes as well as whites.

For this *crime* Tennessee authorities have made Highlander's life difficult. The legislature has investigated it. It has been charged with being communist. It has been called a den of vice. But no charges could be proved—because they weren't true. Major state newspapers have defended the school.

Last July, state troopers and sheriff's deputies raided the school and searched it. They arrested personnel, including Mrs. Septima Clark, director of education and one of the country's outstanding Negro women, on charges ranging from selling liquor and drunkenness to resisting officers. The charges were all trumped up.

This was shown when the state—in the county appropriately named Grundy—brought action to revoke the school's charter. The court would send to the jury only one charge—that Myles Horton, the school's president and founder, ran the institution for his own private gain. The jury sustained the charge. This in spite of the fact that for years Horton drew no salary and even now gets only \$9,000 a year, a salary prominent educators testified was below what the post should pay.

Highlander serves Negro and white students together on an integrated and equal basis. That is the *crime*. It is for that that Highlander is being persecuted.—From the Milwaukee, Wis., Journal.



THE STRONG and continuing interest of Americans in equality of opportunity is perhaps nowhere as vividly expressed as in the constant pressures to expand educational opportunities. Since the winning of the fight for free public schools before the Civil War, there has been a steady growth in school attendance at primary, secondary, college, and adult levels. Today about 1 in 4 of those in the college age group (18 to 21) are attending college, compared to 1 in 25 in 1900.

Effects Of Mass Education Today college teachers are not only the fastest growing major profession, but now far outnumber lawyers, physicians, dentists, clergymen, and military officers. These data belie the contention that Americans are not willing to pay for education. In fact, the percentage increase of expenditures on education by American consumers in the period from 1935 to 1948 was far higher than the percentage change in all other categories of consumer expenditures.

In providing opportunities for education America far outranks every country in the world. This means that a large proportion of our young people have the formal prerequisites to achieve the highest positions in society. Over 30 percent of college students in the United States are the sons of manual workers.—From the Weekly Bulletin, Toledo Federation of Teachers, Local 250.

THE

President's Page

By Carl J. Megel

IT WAS a great privilege for me to make a report of progress and gains of the *American Federation of Teachers* to our Executive Council at its December meeting.

Our gains have continued unprecedentedly this fall and winter; gains in membership, in financial stability, in national stature and in prestige. In my report, I made it clear that the gains were not easy ones. They were the result of hard work and long hours of toil.

The demands of this space age place pressures and requirements upon all of us. Just as each of you, in your area and in your school, often feels the overload of work, so also do we in the National Office, and in the organization and membership areas, find ourselves swamped. Our daily mail continues to increase in volume. Yet, each letter contains requests for help in the solution of a problem.

Paul Ward, our secretary; John Lichtenberg, our attorney; Marie and Harry Caylor, our editors and publicity directors; and Dr. George Reuter, our research director, have given service of the highest order and have contributed much to our progress.

The membership figures for the *A.F. of T.* as of Nov. 30, 1959 were the highest for that month in our history. When we submitted our November per capita check to William Schnitzler, secretary-treasurer of the AFL-CIO, I stated:

"The increased per capita check is for payment for the highest Nov. 30 per capita payment within the history of the *American Federation of Teachers.*"

Additionally, I advised Secretary Schnitzler that a comparison of the membership for Nov., 1952, the year that I became president of the *American Federation of Teachers*, and that of Nov., 1959 would show an increase of 34.2 per cent. Also, considering that the *A.F. of T.*, because of its intelligent integration action lost, in addition, approximately 4,000 members, we, therefore, have enrolled over 17,500 new members during the past seven years.

OUR EXPANDING organizational program now includes 21 full-time representatives who receive either full or partial subsidy from the *American Federation of Teachers*. This group consists of four national representatives; 10 state Federation representatives in California, Arizona, Colorado, Minnesota, Wisconsin, Illinois, Michigan, Pennsylvania, New York, and Indiana; and seven Local representatives.

During the past Fall, more locals than ever before set up *A.F. of T.* institutes in competition with those sponsored by the education associations. These institutes, as well as state federation conventions, were better attended and engendered more enthusiasm than in any previous year.



Mr. Megel

Successful struggles for election of education-minded school board members were conducted in Cleveland, O.; Terre Haute, Ind.; Decatur and Kankakee, Ill., and many other areas. Milwaukee, Wis., through the vigorous action of the *Milwaukee Teachers Union, Local 252*, was able to receive a \$350 salary increase together with health and insurance benefits. The Dayton, O., Federation was able to gain a 6 per cent increase in salary. Philadelphia, Pa., after much effort on the part of our Federation, secured a \$500 increase.

The *Chicago Teachers Union, Local 1*, failing to receive a salary increase last January, conducted an after school parade, participated in by nearly 5,000 teachers. In September, the board of education increased the salary of Chicago teachers by \$500 so that the city's starting salary of \$5,000 now represents the highest in all cities of 400,000 or more.

East Detroit, Mich., was able to secure a new sick leave which provides for cumulation up to 200 days. But, additionally, it provides that a teacher, upon full retirement, may receive in cash, at the then salary rate, an amount equal to the unused portion of his sick leave. In other words, an East Detroit teacher, upon retirement, can receive a check for a full year's salary.

SPACE PREVENTS the enumeration of the many, many advances which Locals of the *A.F. of T.* have accomplished during the fall semester. It has been my privilege to give aid and assistance to the majority of these Locals, helping in any way I could to solve their difficult problems. My personal schedule involved attendance at meetings of 28 Locals, four state Federation conventions, and five institutes, a total of 37 meetings in 14 states, involving 58 days of out-of-the-office duties.

My activities also included many radio, press and TV appearances, as well as attending conferences and meetings. One conference which deserves special mention is the Haven Hill, Mich. conference. On Dec. 11-13, it was my privilege to be the guest of Gov. Williams at a special education conference. Others participating included outstanding educators and school representatives from coast to coast.

In calling the conference, Gov. Williams stated: "Education is essential to individual fulfillment, to social development, to economic growth, to the strengthening of democracy, to the national welfare, and to the fulfillment of America's mission in world affairs." I considered it a high honor to have participated in this conference. Subsequent publicity attested to its value.

Our vigorous defense of teacher rights; our fight against discrimination of any nature; our ceaseless defense of democracy in education are the qualities which are attracting the teachers of every corner of the Nation to our cause.

The American Teacher MAGAZINE

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February, 1960

On Our Cover

On our cover is Miss Arlene Hrubecky, special education teacher in Stevenson Elementary School, Melrose Park, Ill., and member of the *West Suburban Teachers Union, Local 571*.

Miss Hrubecky's class for deaf and hard of hearing is a part of a program for exceptional children initiated by the district's Clarence C. Pygman and five other superintendents of the Proviso area.

She obtained her Bachelors in Education majoring in special education from Illinois State Normal University last year, and is now working for her Masters.

Miss Hrubecky is also a Red Cross swimming instructor of handicapped children, and has done camp work with handicapped youngsters of all kinds for several summers.

Photo by Wayne C. Butler, Stevenson Elementary School principal, who now becomes an honorary member of the American Teacher magazine Cover Photographers Club.

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GOING TO MOVE?

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Social Science Versus Physical Science

*Even if You Do Not Agree Entirely With the Writer,
He Will 'Set You Thinking'*

THE HIGH SCHOOL teacher of sociology or economics is confronted with problems of extreme importance in these fast-moving times. The difficulties are due to the multitude of the variable factors involved.

A teacher of the mathematical or physical sciences deals with tedious learning processes but the unknown variable factors are very few and, in most cases, the exact answers are known before the problems are presented to the students. This is a Utopian classroom situation social science teachers only dream about but know, upon awakening, that they will never attain.

Even historical, so-called facts cannot be subjected to scientific examination and verification. Historical research goes on. New information is constantly being uncovered that relegates many past historical speculations to the realm of a too fertile imagination of some prolific writer of the past.

When we confront present-day problems with the facts right before our eyes, the variables do not lessen. We find no convenient formulas to answer our socio-economic questions.

TO COMPLICATE the problem further, well-planned propaganda techniques have played a devilish trick on the minds of our students. Objective analysis, an imperative process, is difficult to secure in a social science classroom.

If we study the popular subject of labor problems and concomitant social developments, it has been my experience that not one student in many dozens has been induced to read a good book on the history of the American labor movement. Neither has the high

*High school sociology and economics teacher and president, Mansfield (O.) Federation of Teachers, Local 703. Pre-World War II European traveler and during the war an education aide in the University of Calcutta and the U.S. Armed Services Institute.

BY DAN B. HABER★



Mr. Haber

school senior been introduced to the development of economic doctrines that has brought us to accept our capitalistic democracy as the better way of life. With ignorance comes hates, fears and a host of propagandive-induced emotions. These must be erased before learning can proceed.

No physics class confronts such problems. The teacher of trigonometry is not concerned whether the student is a Southern Baptist or a Northern Presbyterian. The sociology teacher cannot escape the concern.

Religion, marital relations and labor problems are only a few sensitive matters that should be objectively analyzed by the better senior high school

students. Unfortunately, school administrators, as well as the public, are not aware of the intricacies of teaching, learning and understanding these most important practical aspects of life. The retarded or poor students are not aware either and have no more place in senior classes in sociology and economics than they have in calculus classes.

THE NEGLECT of our social sciences in our social and political order causes cracks in important foundation blocks of the economy. Already we can observe considerable damage. Let me point out a few dangerous cracks:

1) We build excellent motor cars and could build better ones, but cannot seem to build good roads or provide sufficient safety measures to keep automobiles from killing and crippling thousands of us per year. That we can build the cars is evidence that our physical sciences are adequate. That we can't or won't build good roads or provide necessary safety measures is evidence that our social sciences are inadequate.

2) We have a super-abundance of food in America, yet we cannot find a way to funnel it to those who need it even in our nation. Here again, the physical sciences have triumphed. The social sciences have failed. This costs the taxpayer over a million dollars a day just to store the rotting surplus!

3) We have industrial capacity and know-how to produce practically every known physical economic want of the customer and we can produce these goods faster than they can be consumed. The physical sciences have written a brilliant never-before-recorded historical parallel of abundance. The achievement is actually fantastic, yet we take this as commonplace!

Paradoxically, we also take our slums and blighted areas that consti-

tute one-fifth of the residential areas of our cities and house one-third of our urban population as commonplace! The exponents of the physical sciences have gone further. They have propagandized the American people to forget slums, forget public education, forget the millions of older people who cannot live decently on their pensions in this inflationary period. Our social sciences have again failed while our physical sciences have proved most successful in their profit-making endeavor.

4) Leaving the national scene, we can go to international problems and see a similar parallel. We spent billions to rehabilitate formerly conquered Germany, Italy and Japan. Now their products are driving ours out of the foreign market. If this situation is not corrected soon, our national credit, already shaky and heavy with debt, may fall to new lows. Somewhere our economists have slipped, while our technicians and foreign engineers have gone ahead and built foreign machines whose cogs do not slip!

5) The ever-recognized Pentagon building is not only a monument to our military might, our physical might, our mathematical abilities and our excellence in the fields of the exact sciences. It becomes more than that when we realize that not one school child in a thousand has any clear picture of the building that houses our Department of Health, Education and Welfare. The Pentagon now becomes a monument to a lop-sided socio-economic society! The physical sciences have prevailed at the expense of the social sciences again!

THE ABOVE LIST could go on and on. Our current dilemma in education is one of the best examples of a cultural lag that must be corrected if we wish to continue to maintain our democracy in America. This educational problem, consummating in a national teacher shortage of 195,000 this year, will not be solved by 'Pentagonians' shooting at the moon.

Educational problems, teacher-shortages and socio-economic complications contain too many variable factors for mathematicians, physicists or militarists to deal with. These problems, if they are to be solved, will find solution in some sociologists' minds.

It is important and most timely for teachers to reflect on the importance of lending a strong hand to preserve the social sciences as a major bulwark

in maintaining Democracy in Education and Education for Democracy.

It may be that our school system is due for a complete housecleaning. When teachers must leave their profession to become assistants to assist someone who assists school administrators in order to receive additional income; when teachers of the mentally handicapped receive a larger salary than a teacher of the normal or brilliant child, or when a school counselor, who deals with only one student at a time receives more money than a teacher who deals with 30 or 40 in a class, then it is time to get out the dust mop.

I mention the foregoing to point out errors of our school system that give further evidence of our lack of knowledge and practice of principles of the social sciences that are consistent with logic, good human relationships and common sense.

IF THE RUSSIANS have prodded us to allocate additional funds for the education of our youth, they have done us a great service. If they have induced us to spend more money only for the mathematical and physical sciences, then the Russians have already won an ideological war of no mean proportions. If this is the case, then we are actually headed in the direction of a Fascist United States of America.

This trend is already in evidence. The lack of democracy in our school systems and the powerful connivance between the heavy industries and the militarists in America are just two of many examples that make the social science teacher conscious of a dangerous trend.

Despite continuous additions to the administrative school staffs all over America, there seems to be no correction of administrative ignorance of the importance of sociology, economics, political science, psychology and associated social sciences in the high school curriculum. Some have suggested that school administrators actually know less about economics, sociology, psychology and associated subject matter than they do the mathematical sciences. This, I question.

What seems the basic cause of underrating the social sciences is a popular trend to discredit any serious attempt to objectively investigate the mistakes of a society that tries to hold itself aloof from investigation.

School administrators have simply followed the trend and this is most unfortunate. Some who have a tendency to herd poor students into senior sociology or economics classes need redirection in their thinking. This we can do in a professional manner and it must be done.

BRILLIANT minds in high school find great satisfaction dealing with the complications of economic doctrines. Many are the hours I have spent with graduated students, who are now in college or after graduating from college have come back to pay homage to a period of enlightenment found in studying economics and sociology while in high school.

This is not surprising as the social sciences have so many avenues of adventure. The more the able student pursues the adventure, and it is a new one for him, the more fascinating the journey becomes. Good students can and do master difficult economic concepts in high school as they can master advanced mathematics. One of America's greatest blunders has been to consider the social sciences as a sort of dumping ground for the educational derelict.

Gandhi suggested that *man has learned to swim in the ocean like a fish and learned to fly in the air like a bird but he has not yet learned to walk on the earth like a human being.* The Mahatma then leaves the social science teacher with the problem of teaching children what their parents have never learned. This is a task only the social science teachers can cope with.

Social science teachers do not believe that the Russians are going to disintegrate us next week. We don't believe the Pentagonians are going to drop A or H Bombs on China or Russia either. We realize that the past final solution to international conflicts, war, is now no longer expedient or possible with the major powers.

This leaves the war-makers in a state of frustration unlike Alexander who wept because he had no more worlds to conquer! The ultimate weapon of total destruction is now in the hands of the materialists. They fumble it with caution. What they have sought for and found is no longer a prize but a deterrent to further war-making plans.

IN THIS SELF-IMPOSED dilemma what do the materialists do? Knowing not which way to turn, they scan the heavens. They ponder the moon. Little children pull at their pantlegs for attention, but the materialists won't look down to see the children poorly housed in schoolrooms and in slums. They kick the *little brats* away and scream to school administrators that they must have more mathematicians, physicists and chemists!

In their confusion they forget that teachers are needed in reading, writing, arithmetic, art, design, geometry, and a host of associated subjects. They

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A LOOK

at the

PHILOSOPHY OF TAXATION

FOR EDUCATION

BY PAUL D. WARD
 Secretary, American Federation of Teachers



Mr. Ward

SINCE THAT DAY when the U.S.S.R. unleashed the first Sputnik, there has been a rash of reports and studies on education in the United States. In fact, at last count it was claimed that over 100 such studies, aimed at various phases of the field of education, have been completed and given nationwide distribution.

But seldom have these studies struck at the heart of the problem: namely, how to finance an adequate educational system with equity and soundness. Most have shied away from the subject in order not to create controversy among the more affluent in our society including those who may be financial backers of the reports.

Realizing that any such study might place the person making it in the role of an iconoclast, with his efforts directed toward some of the most sacred precepts of the conservative minded in our society, a penetrating study of this phase of the problem has been scrupulously avoided.

Until an objective study of our multitype tax bases for education throughout the Nation is made, and a realistic program advanced to end the dollar poverty in education, we are only fighting windmills and not the battle of advancing our society at a rate commensurate with other contemporary societies.

We live in a constantly changing world. Our only hope is to give this inevitable change some guidance which will tend to make it a change toward a better world in which to live for the greatest number of people. In this regard, if John Galbraith's analysis in his most recent book *The Affluent Society* is correct, one of our most pressing social problems is to correct the imbalance that exists between *the poverty which afflicts us in public services and which is in such increasingly bizarre contrast with our affluence in private goods.* This requires a complete analysis and understanding of existing and future tax programs. Additionally, it involves the formulation of a philosophical basis upon which to evaluate these programs.

GENERALLY SPEAKING, the American labor movement has followed a relatively simple philosophy when evaluating various forms of taxation. Those taxes that tend to place an equal dollar burden on high and low income alike have been termed *regressive* and have been opposed by the labor movement.

Although this designation in the final analysis is correct, it does require some explanation. For the purposes of classification, economists have divided taxes into the three categories of *proportional, progressive and regressive.* The distinction between the terms depends upon the ratio of the tax amount to the taxpayer's wealth or income. If the tax ratio is constant, i.e., as an example 3 percent on one thousand or one million dollars, the tax is proportional. If the ratio increases as the amount increases, i.e., 3 percent on one thousand but increases to 3.5 percent on the second thousand and there are increases in the ratio for succeeding amounts, the tax is progressive. The graduated income tax is the classical example of progressive taxation. If the ratio decreases as the amount of income or wealth becomes larger, then the tax is said to be regressive.

Thus taxes that organized labor has often termed regressive are in themselves often proportional. The sales tax is an example. However, the effects of the taxes concerned are regressive and therefore certain taxes are only nominally proportional. Persons of modest or low income often must devote a greater percentage of their income to the taxed items and thereby incur heavier tax burdens relative to income than do the high income group.

Usually the regressive tax category has included, so far as labor is concerned, the sales and excise taxes, and

to a certain extent taxes now levied on transportation, cigarettes, beer, wine, entertainment, and gasoline: in general, all flat rate consumption taxes. Although some economists may apply the term proportional to some of the above taxes, there can be no question of their regressive nature when applied to average or below average income groups.

Labor has opposed each of these taxes to varying degrees ranging from passive silence in some instances to militant and organized resistance in the case of the sales tax.

IN THIS REGARD, Galbraith makes an interesting argument for the expanded use of the sales tax with which labor representatives will be faced in the future. In discussing the imbalance that exists between the poverty of public services and the affluency of consumer goods, he argues that the only tax that can create a social balance between the two on the local government level is the sales tax. He argues that in an affluent society a meaningful distinction cannot be drawn between necessities and luxuries.

In other words, a great majority of us can participate in the sin of opulence with the wealthy by buying sirloin at the meat counter in place of hamburger. Also, the trend is to make the luxury of today the necessity of tomorrow. This, of course, creates greater social imbalance between consumer goods and public services. Public services include education.

Galbraith believes that only a direct attack on consumer goods will reverse the trend. Since we are affluent in consumer goods and poor in public services, the obvious solution according to Galbraith is to tax the former to provide the latter. Sales tax makes consumer goods more expensive—and therefore, less accessible to the many—but poverty in public services is lessened if the sales tax is used to support public services.

Although no one can deny that this is a direct attack upon the problem, at the same time no one has proven that the problem cannot be solved indirectly, and at the same time more equitably. Even the limited use of the sales tax for the solution to local public service needs poses many grave questions. Although revenue increases much more rapidly from the sales tax in times of prosperity than it does from certain other sources, it decreases at a far faster pace in times of a recession.

Also, although there is no need for a public referendum to increase the

rate of the sales tax where it is legal, in many areas of public service the sales tax has no legal foundation. It might be as easy to institute a local graduated income tax, which would be progressive in nature, as it would be to institute a local sales tax. A local income tax would be an indirect measure designed to balance public services with consumer goods. However, it might provide more equity and greater stability.

ANOTHER QUESTION presents itself when considering the sales tax as a direct means of creating a balance between consumer goods and public services. Again, Galbraith argues that the sales tax makes private goods more expensive with the increase going to make public goods more abundant. But it does not follow that the same amount of private or consumer goods will be purchased if the price is increased as a result of the sales tax.

It is admitted that consumer response is not always completely dependent upon cost of the item involved; however, it is admitted that the total number of dollars available for purchasing has a profound effect on the total market. If a substantial portion of the purchasing power is diverted into tax channels, then the total number of the items produced will be reduced.

The manhours engaged in production will be reduced, unemployment will result, total buying power will be cut unless it is immediately compensated for by increased purchasing power of public employees, and recessionary forces will be set in motion. This tends to defeat the theory of the sales tax which depends to a large degree upon an expanding economy for its success.

Perhaps Galbraith advanced this theory, as a portion of his total analysis, with tongue in cheek. Or perhaps he wanted to add life to a phase of the social sciences that for the past few years has fallen into a deep slumber. At any rate he has departed abruptly with the recent past trend.

Bertrand Russell in his latest discourse on philosophy *Wisdom of the West* states that all western philosophy is Greek philosophy. The city-states of Greece during the time of Pericles and the Peloponnesian War developed nearly as great a variety of taxes as we have today. Plato, in what is considered his most practical work, *Laws*, suggested that the income-tax be applied to all individuals in what amounts to a super-tax of 100 percent on incomes beyond the statutory limits. Education was to be the most im-

portant function of government with the young taught in public institutions by teachers paid by the state. Many give Plato credit for originating the concept of the public grammar school, an idea that was to lie dormant with but a few minor exceptions for almost two thousand years.

Plato's proposals for taxation were more advanced (if one accepts the thesis that progression in taxation is desirable) than the famous economists of Eighteenth Century England. Adam Smith in *Wealth of Nations*, published in 1776, advanced the belief that "the subjects of every state ought to contribute towards the support of the government, as nearly as possible, in proportion to their respective abilities;" that is, in proportion to the revenue which they respectively enjoy under the protection of the state.

In other words, the same rate would be applied to everyone regardless of what each individual's total earnings amounted to. If the rate was 10 percent, the rich and poor alike would pay this portion of their income to the state. The next century saw the reintroduction and refinement of the principle of progression in taxation. It gave new meaning to Adam Smith's concept of equity; something Smith and his followers never intended.

BY THE TURN of the Twentieth Century, progression in taxation was accepted as desirable by leading economists in order to attain a more equal distribution of income and wealth. It was held that progressive taxation tended to prevent hoarding of large sums of idle cash. Funds that are idle do not produce employment nor demand. The basic objective of progressive taxation was to keep money active and to redistribute income from higher to lower income earners thus increasing total spending and invigorating the economy.

Although time has proven that a vigorous economy created in this fashion benefits the wealthy as well as low income people, many still scream that the government is playing *Robin Hood* by robbing the high income group and relieving those of low income through progressive taxation.

TODAY OUR NATION is at the crossroads so far as financial support of education is concerned. The *ad valorem* general property tax has been the main source of revenue in most states to date. The general property tax is a flat rate tax based on assessed valuation of the real property in the community. Usually this tax runs a given number of dollars and

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How Business INVADES The Schools

First
of Two Articles

BY MARK STARR★

THE ADOPTION of the Landrum-Griffin bill showed how the image of the labor movement had been smeared in the public mind.

A large segment of the general public accepted the fallacy that increases in wages were the main cause of inflation; that labor unions were a monopoly run by union bosses; that the labor unions insist on featherbedding despite its alleged tremendous costs and waste; and finally, that the labor bosses not only had too much power but were also corrupt.

It is true that these allegations received support even from the White House. However, it is safe to say that they would not have been accepted if our fellow citizens had received in the schools accurate information on the history, purpose and methods of trade unions.

As the twig is bent, so the tree inclines. If the labor unions are going to give a correct image of themselves, they must never forget that the attitudes of 40 million children are being determined in the elementary and secondary schools of our country.

Both teachers and students are too often uninformed and misinformed about the help which labor has given the schools. The first public declaration in support of tax supported schools was made by the Workingmen's Political Party in Philadelphia in 1829. Organized labor has never faltered in its support. At many of its conventions it has advocated Federal support for education as the only way to create real equality of opportunity.

THE AFL-CIO retains close contact with the *American Federation of Teachers* which advises it in keeping its policies up to date. The most recent issue of the AFL-CIO Education Department News and Views sustains the traditional help by a forceful presenta-

*Education director, International Ladies Garment Workers Union, and member, Workers Education Local 189.



Mr. Starr

tion of the need for more financial support for education.

The school has always been considered important by every kind of pressure group. At the suggestion of the *American Federation of Teachers*, the AFL-CIO has continued its opposition to the introduction into the school of any propaganda material. It has reiterated its opposition to such things as Business-Industry-Education days.

However, business has not been so scrupulous and often, as recently in Reading, Pa., the unions have to face whether or not they should insist upon labor representation in a Business-Industry-Education Day when the school system has already accepted the idea. This is only one part of a well organized nationwide attempt on the part of such groups as the National Association of Manufacturers to influence both the teacher and her pupils.

The NAM reports that it has continued to distribute free each year two

to three million booklets for students. These pamphlets are supplemented by an extensive library of free films. The NAM, which has gloated over its success in securing the adoption of the Landrum-Griffin bill, officially reports that these educational aids "have been well received by administrators and teachers in every state."

FINANCIAL EDITOR Donald I. Rogers of the New York Herald-Tribune, Nov. 8, 1959, described the use of reading racks started eleven years ago by General Motors for its employees. It gave specific details about the work of Employee Relations, Inc., which was started in 1957 and now publishes thousands of weekly booklets for use with these reading racks. Mr. Rogers asserts:

"The booklets cost management less than any other method for disseminating facts and ideas on politics, economics and business, under \$1.25 per employee per year and only 15 minutes administration time per week to place the booklets in the racks.

"Being free to employees, being pocket size, attractively composed and illustrated, their appeal is great. This has been proved in the 3,000 companies where they are used.

"Two or three out of every four booklets are on strictly non-economic or political subjects such as health, safety, sports, hobbies, how-to-do-it home improvements and other topics which appeal to the whole family. Thus, the booklets contribute in great measure to the morale and welfare of the employee which in turn benefits not only himself but also his company in terms of productivity, profits and labor relations."

Surveys are quoted to show that 70.9 percent of the employees who took the pamphlets "found them helpful in understanding the American business system."

This supplements, of course, what other firms, such as the Good Reading Rack Service, are doing in the large-

scale production and distribution of pamphlets.

These racks may be a racket in some instances but undoubtedly they do get dubious economic misinformation into workers' homes about the causes of inflation, et cetera.

SCHOOL TEACHERS know the large amount of additional publicity which is distributed directly by business firms. One of the most recent examples is an attractive lesson plan issued by the Creole Oil Corporation. This deals with Latin America and particularly with Venezuela in which this corporation operates.

In the New York Times of Jan. 4, 1959, the operation of a particular company, Ralston Purina, in supplying teaching aids, such as booklets, charts and films, expensive handbooks and texts, combined with awards which include safaris in Africa and trips up the Nile to winning teachers, are part of such plans. It is claimed that these teaching aids "build up a favorable corporate image for the sponsoring companies in the community."

When the New York School of Industrial and Labor Relations in 1959 tried to recruit teachers for credit-earning refresher courses, it found that it could not compete with the recruiting of the schools and the summer employment opportunities offered to teachers by employers.

Then, too, management is at pains to train and educate its own executives. The most recent AFL-CIO convention affirmed a plan to start a college for the training of its staff. However, business has already established a good lead in this respect.

Much of this management training is based on the presumption that the unions are no longer necessary in employee relations. Sometimes the management courses are aimed at a particular section of the community, such as the clergy. At the University of Maryland considerable protest was aroused when a panel was set up which, it was alleged, was designed to show the employers how to break unions and to prevent the organization of white collar workers. A scheduled panel leader came from New York to deal with *legitimate ways to resist the unionism of the white collar workers*.

IT IS NOTEWORTHY that the number of universities and colleges interested in union education is on the increase. However, again management is in the lead, for there are functioning in the United States 163 schools of business and 424 colleges and uni-

versities for special schools for business training.

The American Management Association estimates that 500,000 executives are currently enrolled in education programs of which 30 per cent are in courses run by their own companies. (Adult Education, Summer Issue, 1959).

In addition to influencing longtime attitudes, business expects immediate sales returns from its school programs as it does from its television programs. Sidney Margolius, consumer expert, commented in July, 1959:

"The use of business-sponsored teaching materials in schools and colleges is growing at a rapid rate, with these results already noticeable:

"—Teen-agers especially are successfully being influenced to buy the more highly-advertised brand name products. They also are showing strong preferences for those products whose manufacturers are most active in supplying booklets and other teaching materials to schools. . . . A researcher found that the company, General Electric, which is among the most active contributors of educational materials, and also advertises heavily in school magazines, leads the preferences of teen-agers for electrical equipment by a big majority. Surveys have found that two out of three students reported they are *most impressed* by this manufacturer."

THE PROVISION of textbooks is another important area in which business is active. William Abbott of the United Rubber Workers reports that in Sept. 1959, the chamber of commerce in Akron, Ohio, raised a fund to write and publish a book describing "free enterprise" and the history of our "free economy." Despite the protests of the union, the book was introduced into the schools. The Rubber Workers' analysis of this textbook showed that there was no identification whatever of the union and its work for the welfare of the community.

The authors did not ask for information from the labor unions and the dramatic organizing incidents in Akron's history were entirely ignored. While the Rubber Union was not identified, the rubber companies rated 54 pages and the Quaker Oats Company a whole chapter.

Corporations have subsidized free distribution of such a highschool text as "Capitalism and Other Economic Systems," produced by the Council for Advancement of Secondary Education. The Adult Education Association unwittingly distributed a complimentary copy to all its members with no refer-

ence to justified criticism of this book because of its dangerous gaps and misconceptions in its treatment of "free enterprise."

The Cooperative Movement forced the later insertion of a correction slip, because the text confined its references to cooperatives to those in Soviet Russia.

In Illinois, the professional patrioters failed to set up a state censorship committee for school texts despite the wide free distribution of Merrill Root's *Brainwashing in the High Schools*, which attacked eleven history texts used in Evanston High School. The indictment against one text was that Hoover only got 67 lines compared with 110 on Wilson and 151 on Roosevelt, while Coolidge, despite the fact "that at a critical period in our history [he] affirmed the basic integrity of the American spirit," only received 35 lines.

ANOTHER FACTOR influencing the social climate of the school and college is the increasing support secured by the Council for Financial Aid to Education. In 1958, the council claimed that corporations had given a total of 136.5 million dollars to education. (Editorial, N.Y. Herald-Tribune, Sept. 3, 1959).

While usually no strings are attached to such gifts (which are incidentally charged up to the cost of production or voted to reduce taxes without giving any shareholder the right to "contract out" of his payment), their influence on the attitudes of the college and the school are undoubted.

Currently CFAE is making a big financial drive. (Sunday supplement, N.Y. Times, Oct. 11, 1959). Many of the corporations place no restrictions on their gifts and many of the CFAE leaders are genuinely concerned about the small private college. Nevertheless, the argument has been used that it is better to make gifts than pay taxes; that businessmen can better control education than public bodies.

Rarely does an institution bite the hand which feeds it. More often we meet the college professors who insist that unions have no influence on wages and that they should be treated as if they were corporations.

THE ATTEMPTS of Business to influence schools and colleges are even more dangerous than its control over television, radio and the press. Labor, however, has alerted itself to the perversions of education and is trying to provide antidotes.

For example, the Labor Advisory Committee of the New York State School of Industrial and Labor Rela-

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Executive Council Views School Problems

... Airborne Television
... Special Training
... Coercion of Teachers
... New Responsibility
... Victorian Dignity

THE EXECUTIVE Council of the American Federation of Teachers in mid-year session in Chicago, took a dim view of the plans of the Midwest Council on Airborne Television Instruction



Miss Claffey

(*American Teacher*, Jan., 1960) to telecast lessons from a high-altitude airplane to schools having 5 million students.

The project is to start next September and meanwhile teachers are being trained and 24 full length courses of 144 lessons each are to be made at Purdue University, under a \$4½ million grant from the Ford Foundation.

A resolution, introduced by Vice-President Rose Claffey of Salem, Mass., and adopted, pointed out that the Ford Foundation is a private organization not subject to public control and that the undertaking is a drastic revision of the American public schools.

It said "this and similar ideas are in the tradition of the search by American business and industry for ways to achieve greater production through the use of labor saving devices," and added:

"1) The television project assumes that lecturing will result in desirable learnings. This is the concept of the teacher pouring knowledge into a passive vessel. Are we in this fashion teaching children to reason, to challenge, to evaluate, or are we merely preparing better equipped candidates for 'life in space'?"

"2) The impersonalization and mechanization of the education process results in the loss of many human values often difficult to measure, but still actual and significant. The A.F. of T. council believes that it is important for youth to be in direct contact with real, live human beings

as they engage in the process of learning. The council believes also that the curriculum is living and active and not merely rigid drill. Can this influence be felt over a TV screen?

"3) Who is to ultimately control the curriculum? Will it be educators or engineers? Conformity to the technical needs of TV has already affected news and entertainment. Will this happen to education also?"

The council agreed that improvement of public education is a necessity, but question the need of such a radical departure as a substitute for living contact. It said it believes that increased financial support coupled with a gradual introduction of audio-visual materials will result in improved education.

AN ADOPTED resolution from an integration committee chaired by Vice-President Selma Borchardt of Washington, urged President Eisenhower and Congress to allocate a portion of the funds appropriated for the administration of the National Defense Education Act for special training for those (students) in the "lower placement."



Miss Borchardt

faced by the observation that thousands of children now in the grades and senior as well

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New Insurance Plan, Summer A.F. of T. 'Shops

ANOTHER A.F. of T. First, a group family life insurance policy for members and their dependents, was approved by the Executive Council in its Chicago mid-year meeting.

The low-cost plan was worked out by President Carl J. Megel and Albert H. Wohlers, A.F. of T. insurance adviser, with the All American Life and Casualty Company. It was recommended by the Council's insurance committee chaired by Bill Karnes of Phoenix, Ariz.

The member subscriber if under 65 is covered by a \$5,000 policy which also provides \$2,500 for spouse to age

65, and \$1,000 for each child, 14 days to 21 years old.

The member from age 65 to 69 may be covered up to \$2,500. The subscriber to the basic plan if under 60, may apply for an additional \$5,000, subject to satisfactory evidence of insurability.

Wohlers cited that the premium rates because of the family group plan are unusually low. Further details of the policy will appear in the March issue of the *American Teacher*. Meanwhile, added information may be obtained by addressing Albert H. Wohlers, A.F. of T. Insurance Adviser, 223

W. Jackson Blvd., Chicago 6, Illinois. Other Executive Council actions included:

... **APPROVAL** of A.F. of T. workshops next summer at the School for Workers, University of Wisconsin, Madison, July 10 to 15, and at the University of Connecticut, Hartford, July 17 to 23. Vice-President Glenn A. Parish of Superior, will be coordinator for the Wisconsin 'shop and Vice-President Rose Clafley of Salem, Mass., for the one in Connecticut.

... **ELECTION** of President Megel as an A.F. of T. delegate to the annual convention of the International Federation of Free Teachers Unions, July 11 to 18, in Tel Aviv, Israel. Megel was also elected an I.F.F.T.U. council member.

... **APPROVAL** of an A.F. of T. contribution to the new \$3 million Workers Center of Rutgers University.

President Megel announced in his report to the council that the Nov. 30, last, membership of the A.F. of T. was 53,203, the highest in history on that date.

He said the membership for the first five months of this year showed a monthly average gain of 2,120.

1961 CONVENTION

The Executive Council in its mid-year Chicago meeting selected Philadelphia as the American Federation of Teachers 1961 convention city.

Sessions will be in the traditional third week in August in the Bellevue-Stratford Hotel, Dayton, O., has been previously announced as this year's convention city, also in the third week in August, in the city's Biltmore Hotel.

Council Views

From Page 11

as junior highs, have been poorly and inadequately trained in reading and writing, and because of inadequate preparation cannot keep up with others. The committee suggested that funds be used in the following three special fields:

"A) For training teachers in cooperation with colleges and universities to teach such specialized groups.

"B) For paying salaries in full or in part for the numbers of additional teachers such a program would entail.

"It is the accepted principle that such training must be given to small

groups—never to exceed 10 in a group.")

"C) For the planning and development of curricula and curricular material to appeal to the interest and promote the social development of the children and youth in the so-called 'lower' placement groups."

The resolution declared that unless funds for such a program of special training are provided in full or part by the Federal government, the Supreme court decision of 1954 outlawing segregation will lose its great significance.

THE COUNCIL adopted a recommendation of the research committee headed by Vice-President Charles E. Boyer of Minneapolis, authorizing Research Director George S. Reuter, Jr., to make a comprehensive study of coercion of teachers by administrators and prepare a report thereon.

The committee said that teachers have been long aware that coercion does exist but is "suffered in silence." Boyer added: "Administrators will vigorously deny that it is one of the devices used as an instrument of control. The purpose of the study will be to find out the extent and scope.

"One area of coercion is pressure from administrators on teachers to join certain state and national education associations, along with negative pressure not to join the *American Federation of Teachers*.

"Other forms include excessive supervision, threats of transfer to less desirable situations, excessive assignment of extracurricular activities as a punitive measure, hint of low rating, and passing the buck in discipline cases."

STATEMENTS by council members quoted widely in the nation's press included one by Vice-President Sophie Jaffe of New Britain, Conn., that necessity for the "teaching of initiative, responsibility and adaptability" is being increasingly shifted from the home to the school.

She said that character development in children is a "lost art among many parents," and added that teachers especially in the grade schools are finding it necessary to take over the traditional functions of the home in order to create basic attitudes for learning. Miss Jaffe added: "The problem of

juvenile delinquency and school discipline has grown in proportion to the shift of families from large to small homes, and to congested communities that deprive children of normal living.



Miss Jaffe

"Teachers are more and more finding that somewhere in the pattern, the basic prerequisites for good child behavior are omitted. This leaves the teacher with the choice of taking over the functions of the home or permitting the child to become a loss and liability to society."

VICE-PRESIDENT Newton P.

Simons of Pittsburgh, in another public statement, declared that education (including teachers) must "abandon its Victorian dignity and go modern" if today's youth are to be trained for the future.



Mr. Simons

He said that the public must also adopt a realistic school program without panaceas, and added: "If we examine our failures at Cape Canaveral closely in the light of our educational apathy, we find our society being reflected as one more interested in luxury and easy living than in accomplishment to perpetuate our democracy."

Simons challenged school administrations and curriculum makers to "detach their minds from the current education panaceas" and look for basic solutions. He said there are two:

"1) Professional salaries and classroom environment, as well as career, social and old age security that will keep current teachers from leaving the schools and attract new ones.

"2) Modern curriculums recognizing the Three R's as basic, but providing separate classes as well as courses for the gifted, the average student, the slow learner and the retarded to train each child to his full capacity."

"Tomorrow's society will require more skills than previously," Simons said. "Since the home has abandoned many of its functions, any curriculum or school procedure must today include the arts of living."

Union Teacher Talk



LOUIS B. WALK, president of the Des Moines Federation of Teachers, Local 600, has been confirmed by the Iowa Conference on Children and Youth as a delegate from the Iowa Federation of Labor to the Mar. 27-Apr. 2 White House Conference on Children and Youth.

Richard Y. Murray of Tucson, president of the Arizona Federation of Teacher Unions, was nominated by the Arizona AFL-CIO as its delegate. He previously represented the Pima County and Tucson Trades Council at the state conference.

Numerous other A.F. of T. leaders have been serving as delegates to their state conferences. These included Carl A. Benson and Mrs. Sylvia Solomon of the Toledo Federation of Teachers, Local 250, who were among the 1,500 delegates at the Ohio conference.

Miss Sophie Jaffe of New Britain, Conn., A.F. of T. vice-president, participated in her state's pre-White House conference session sponsored by the Connecticut Council on Education and State Board of Education.



TEN A.F. OF T. Locals in addition to the 31 previously reported were shown by their per capita to have made

or exceeded their membership quotas at press time. The ten are:

Hawaii: Oahu Federation of Teachers, Local 1127. Idaho: Pocatello, Local 1087. Indiana: Kokomo, Local 811, and South Bend, Local 679.

Michigan: Ypsilanti, Local 1194. Minnesota: Crosby-Ironton, Local 1325, and Robbinsdale, Local 872. Missouri: St. Louis, Local 1350. New Jersey: Jersey City, Local 752, and Woodbridge, Local 822.

Newly chartered Locals included the Edgewood Tex., Federation of Teachers, Local 1357; the Clinton, Ind., Federation, Local 1358; and the University of Massachusetts Federation, Local 1359.



THE 160 TEACHERS in the Gary suburban Calumet Township, Ind., schools were thrown into turmoil the day before the Christmas holidays when Supt. Earl J. Schuur, long a storm center, refused to issue pay checks until state aid arrived.



Mr. Abramson

Teachers who had scheduled trips home or to visit relatives over the holidays were forced to cancel train or plane reservations, or secure loans from banks or credit unions.

Herbert Abramson, currently president of the Calumet Township Teachers Federation, Local 662, representing most of the teachers, said the aid check arrived the next day and teachers began getting them the following Monday after their Christmas plans had been disrupted.

He said Schuur withheld the paychecks despite the fact that local banks

would have honored them. The Calumet Township district was the scene of a 2-day teachers strike last spring because of harassment and a mid-term change in rules by Schuur and the board. (American Teacher, May 1959)

Local 662 is spearheading a campaign to elect three new board members in April.



MRS. RAMONA EIDENMILLER has been ordered reinstated in her Ohio, Ill., high school teaching job by the Illinois Appellate Court, under the state tenure law.

The case began in 1956 in a dispute from the superintendent and school board over whether she was to have been paid \$100 or \$150 for coaching students in a play, "The Adventures of Tom Sawyer."

After more than a year of controversy and hearings by the school board, in which other issues were interjected along with various mandamus and injunction proceedings, Mrs. Eidenmiller appealed to the Circuit court.

The school board appealed to the Appellate court after the Circuit court ruled in her favor. John Lichtenberg, also A.F. of T. general counsel, was her attorney.



TEACHERS of North Bergen, N.J., recently raised about \$550 to stimulate their pupils to more and better reading. Members of the North Bergen Federation of Teachers, Local 1060, obtained the money with a series of theater parties in which they were aided by the city's parents and union teachers in Jersey City and West New York.



Miss Schwarte

Miss Ann Schwarte, Local 1060 president, said that the money was used to give magazine subscriptions to every class from the fourth to the eighth grade in all North Bergen schools. All kindergarten through third grade classes were given story books. The magazines are The National Geographic, the Junior Nat-

F. V. WALTERS
2 N. William St. Mount Prospect, Ill.
Magazine Subscriptions
Best Prices, Educator's Rates,
Gift Subscriptions
Specials for Teachers:
Write for Information
On Your School Letterhead

FREE GUIDE
HOW TO USE FEDERAL GRANTS TO BUY SCIENCE-TEACHING AIDS
Send for complete instructions on applying funds under Title 3 of National Defense Education Act to purchase of classroom science materials. At same time you get, also free, catalog of tested, educator-approved materials for all age groups, produced exclusively by
SCIENCE MATERIALS CENTER, Dept. M-95
A Division of The Library of Science
59 FOURTH AVENUE, NEW YORK 3, N.Y.



INSIDE JAPAN
Teachers Guided Tour
July 15-August 14 — \$1395
Informant: Mr. Neal Chaffee,
Ask Mr. Foster Travel Service,
Buhl Bldg., Detroit 26, Mich.

ural History and Highlights for Children.

"The Federation hopes," Miss Schwartz said, "that copies of fine magazines going into every classroom each month will guide the children's reading tastes toward ever higher cultural levels."



PAY INCREASES retroactive to last Sept. 1 and staggered over this year and next, to reach \$4,700 to \$6,700 for Bachelors in 15 years and \$5,100 to \$7,100 for Masters in the 1960-61 school year, have been won by East St. Louis, Ill., teachers.

Joseph Perry, president of the *East St. Louis Federation of Teachers, Local 1220*, said the raises resulted from negotiations extending back more than six months.

The schedule effective last Sept. 1 is \$4,400 to \$6,400 for Bachelors and \$4,800 to \$6,800 for Masters, up \$200 for Bachelors and \$300 for Masters. Next year's increase will be \$300 across the board.

Local 1220 also gained fringe benefits including terminal pay leave for half of sick days, pay for extra-curricular duties, and an increase to 70 days from 40 for sick leave accumulation.



EDPRESS, the newsletter of the Education Press Association, supplemented one of its recent issues with a series of items on the editor and his job and began the supplement with this quotation:

"Writers are full of cliches, just as old barns are full of bats. Anything that you suspect of being a cliché undoubtedly is and had better be removed . . ."

Swinging into his job, the writer of the supplement began the first item following: "Take a look at . . ."



JULIUS W. LARSON, president of the *Olean (N.Y.) Federation of Teachers, Local 1259*, is a new city alderman. He defeated the Olean democratic committee chairman, and announced he will work for a sound overall tax structure and "a square deal for teachers."



THE CLEVELAND Teachers Union, Local 279, is raising money for two \$500 college scholarships, one for a boy and one for a girl to be selected from the high school senior graduating classes.



THE HIBBING (Minn.) Federation of Teachers, Local 669, announced in its HFT-*Leader* that it was to have its grievance procedure machinery in full operation this month.



In addition to being the fastest growing A.F. of T. affiliate, the Oahu (Hawaii) Federation of Teachers, Local 1127, is in an area having more racial and national origins than any other, including Americans of Caucasian, Japanese, Chinese and Hawaiian, living and working together harmoniously in the Crossroads of the Pacific. Above, participants in a panel at the Local's recent 2nd annual convention, seated from left: Walter K. Eli, Hawaiian, director, Honolulu AFL-CIO Building and Construction Trades Council; Mrs. Doria Bitner, Japanese, director of testing and guidance, Honolulu Business College, and Austin Faricy, Caucasian, lecturer in semantics, University of Hawaii. Standing, Dr. William A. Lampard, Caucasian, associate professor of education at the university, and Rev. Seido Ogawa, Japanese, of the Waipahu Community Church. Below, from left, Local 1127 Vice-President Fritz A. Hultin; University of Hawaii President Dr. Laurence H. Snyder, and George Mason, director, Hawaii Economic Planning Coordination Authority.



THE EMPIRE STATE Federation of Teachers urged the New York Commissioner of Education to get tough with those school districts that defy the ruling on maximum class size loads set by the education department.

In a letter to Commissioner James E. Allen, Eliot Birnbaum, state Federation

president, suggested that, "state aid be withheld on a ratio proportional to the number of classes which exceed the maximums set by the state education department;" that is, a 150 pupil load per teacher and 30 maximum per class.

The letter was sent following action by the Empire State Federation in con-

vention, condemning widespread evasion of class size regulations in New York City and elsewhere. The convention urged that state aid should be denied those flouting the class size rules.



DETROIT Schools Supt. Brownell has recommended that the board consider putting high school principals on 12 months pay and make them administratively responsible for all activities, day and night in their schools.

Detroit Federation of Teachers, Local 231, President Antonia Kolar said that possibly a further explanation would make the plan look more sensible, but on the basis of information given by Brownell, described it as "foolish and wasteful."



MRS. MARY KASTEAD, formerly executive-secretary of the Detroit Federation of Teachers, Local 231, has been elected to the executive board of the Wayne County, Mich., AFL-CIO.



THE WILL COUNTY (Joliet, Ill.) Federation of Teachers, Local 654, is this year inaugurating a mimeographed bulletin with regular issues to keep its membership informed and alert. Paul O. Johnson is editor.



NORMAN M. LITTLE, president of the Kansas City Metropolitan Council of American Federation of Teachers Locals, told a southeast Kansas district meeting of the state teachers association that the highest salaries and best teaching conditions are found in cities having the strongest A.F. of T. Locals.



Mr. Little

He added: "Most so-called professional teachers organizations are dominated by administrators and exist primarily for their benefit . . . The teachers, and only the teachers, can improve the teaching profession."



ROOSEVELT University Press, Chicago, is the publisher of a fascinating new book, *Songs of Work and Freedom*, compiled by Joe Glazer, a member of Workers Education Local 189, and Edith Fowke, Canadian Folk Song specialist.

The book contains about 100 well known and not so well known union work and other songs of social significance, ranging from the one about the famous Mother Jones who organized

the coal miners to the legend of Joe Hill and *Solidarity Forever*. Prices are \$5.00, cloth, and \$2.50 paper.



RICHARD J. BRETT of Waukegan, Ill., co-chairman of the A.F. of T.'s international relations committee, announces continuing growth of the international letter exchange program established two years ago for members interested in corresponding with teachers in other countries.



Mr. Brett

Contacts for exchange purposes have been established, he said, with teachers organizations in Austria, Belgium, Denmark, Germany, Great Britain, Holland, Israel, Italy, Sweden and Switzerland, but not in France, Egypt or Turkey.

Members interested in corresponding with teachers in the countries indicated should send their requests to Brett, Waukegan Township High School, Waukegan, indicating the preferred countries, grade and subject areas and language of communication.



LESS THAN 100 years ago in New York City, a teacher caught getting shaved in a barber shop was suspected of "low intentions, integrity and honesty," but could win a 25 cent per week raise after four years if the school board approved.

These and other school administration rules for teachers, enforced in New York in 1872 were dug up by someone in Yonkers and are now "going the rounds" in school publications. The *American Teacher* magazine passes them on to you:

"1) Teachers each day will fill lamps, clean chimneys and clean wicks.

"2) Each teacher will bring a bucket of water and a scuttle of coal for the day's session.

"3) Make your pens carefully. You may whittle nibs for the individual tastes of the pupils.

"4) Men teachers may take one evening a week for courting purposes, or two evenings a week if they attend church regularly.

"5) After 10 hours in school, teachers should spend the remaining time reading the Bible or other good books.

"6) Women teachers who marry or engage in unseemly conduct will be dismissed.

"7) Each teacher who smokes, uses liquor in any form, frequents pool or

public halls, or gets shaved in a barber shop, will give good reason to suspect his worth, intentions, integrity and honesty.

"8) Each teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so he will not become a burden on society.

"9) The teacher who performs his labors faithfully and without fail for five years will be given an increase of 25 cents per week in his pay, providing the board of education approves."



RICHARD MANUEL, president of the Dayton (O.) Federation of Teachers, Local 921, was elected a vice-president of the Dayton-Miami Valley AFL-CIO at its merger session.



THE JOINT BOARDS of education (elementary and secondary) of the Richmond, Calif., school district contend that teachers should teach and not plan.

The Contra Costa Federation of Teachers, Local 866, pointed out that classroom teachers were left out of the city's summer school planning committee consisting entirely of principals, vice-principals and central office administrators.



BEN RUST of Richmond, past-president of the California State Federation of Teachers, has started a campaign to lower temperatures that in fall and spring reach 95 degrees in the city's classrooms.



Mr. Rust

Rust urged a survey of temperatures and school board investment in aluminum louvers to keep the sun from striking the windows. He added:

"The comfort of students is a major problem. It is hard to know just how much (the heat) lessens quality education, but there can be no question of its vitiating effect."



THE NEW YORK Teachers Guild, Local 2, voted not to appear at Supt. John J. Theobald's salary hearings, in which employee organizations are limited to 10 minutes each.

Guild speakers called the hearings "phony," "a farce," "medieval" and "a mockery." Similar "hearings" are held by boards in Chicago and other cities.

Pawtucket, 930, Teachers To Court For Civil Rights

SEVEN MEMBERS of the *Pawtucket (R.I.) Teachers Alliance, Local 930*, have appealed their suspension by the school (board) committee to the Rhode Island Supreme Court and are teaching meanwhile, in a case growing out of their attempt to exercise citizenship rights in a school committee election.

The suspension was ordered by the school committee after the teachers were advised by Francis R. Foley, their attorney, that its attempts to question them regarding the election activities were illegal and contrary to provisions of the state tenure law.

Following a writ of certiorari (permission to appeal), the Supreme court set hearing of the case for March 6, next. Teachers appealing were Louis M. Royal, 31-year veteran in the Pawtucket schools, and the following members of the Local 930's Political Action Committee:

Matthew Bozek, also Local 930 president; William C. Bray, committee chairman; Mary K. Cullen, Mary A. Kelly, Paul N. Dargie and Arsen Shamshoian.

PRIOR to a school committee election last fall, Local 930's Political Action Committee decided to attempt to help elect three candidates. With teachers addressing envelopes on their own time outside of school, the committee sent a letter to 8,000 parents asking them to support the candidates.

Following the primary, Alfred A. Dalton and Dr. Donart L. Savoie, school committee members, later joined by Committee Chairman Peter Barry, made the charge that parents were "blackmailed" for their votes.

They claimed the Alliance violated a state law against mailing political literature, and went to the attorney general who referred the complaint back to the Pawtucket city solicitor who took no action.

The Local 930 Political Action Committee appeared before the school committee but refused to testify unless charges were brought. The school committee made none.

Subsequently a Pawtucket news-

paper charged that Royal had pupils address envelopes to their parents, and was joined by a parent and her daughter. The school committee ordered Royal to appear and answer questions.

ATTORNEY FOLEY asked for a private hearing which is the right of Pawtucket teachers under the state tenure law. Barry refused, and Foley reminded him that in disclosing the hearing with the Political Action Committee to the press, he had broken the state law.

After added attempts by the school committee to question Royal, but with-

out the legally provided private hearing, the teacher was suspended "not for breaking a law or rule" but for refusal on advice of his lawyer under the circumstances to answer questions.

Permission for Royal to appeal to the Supreme court was obtained by his attorney and he was returned to his class after being out two days. The court appeared to uphold Foley's contention that he was not suspended by public vote as required by law.

In another hearing with the school committee in private the Political Action Committee members agreed to answer questions pertaining to their duties during the school day but refused to answer others that did not.

Suspension of the Political Action Committee members was immediately taken to the Supreme court by Attorney Foley. The court granted the writ of certiorari and set the March 6 hearing of the case.

In the school committee election, the action committee helped substantially to elect Dr. John J. Cunningham in opposition to the strong independent-republican party.

Minneapolis Begins Long Overdue Pay Adjustments

MINNEAPOLIS teachers this year began to catch up salarywise with those in the city's suburbs as the result of its new independent school district status.



Mr. Heller

They are under a new pay schedule \$200 higher for beginning Bachelors and Masters, and \$350 more at the top.

The across-the-board raise became effective with the new year. A. James Heller, president, and Charles E. Boyer, executive secretary of the *Minneapolis Federation of Teachers, Local 59*, called it a starter for long-sought adjustments to also keep Minneapolis

schedules apace with other comparable northern districts.

THE NEW Bachelors lane is \$4,400 to \$7,050 in 11 years and the Masters, \$4,800 to \$7,450 in the same length of time. The increment was raised from \$200 to \$250 after four years.

Boyer said the increase is for all teachers, and that the city's schedule now competes with the suburbs for beginners, but is still less than surrounding areas at the top.

He added that Local 59 has already started a campaign to adjust the maximums and that to do this a three or four mill tax increase in 1961 will be needed.

He said that the board has also taken steps to grant hospital and health insurance effective next year.

Des Moines, 600, IN FIGHT On 'Check Up'

DES MOINES, Ia., Federation of Teachers, Local 600, leaders regarded as a victory a decision by School Supt. John Harris to recon-



Mr. Walk

sider the practice of requiring completed "check up" forms from teachers who do not belong to the state education association to explain what they did on the day of its convention.

About two-thirds of the Des Moines Federation membership refused to comply with the superintendent's request for the forms, labeling the order as "discriminatory," since the teachers who belong to the education association aren't required to make similar reports.

Harris told D.F.T. President Louis B. Walk that if the teachers refused to return the forms, they would lose

two days pay, and set a deadline. When the forms were not returned, the deadline was extended.

Union officials still declined to release the forms which had been completed and placed in Walk's custody. Harris then asked for a meeting with Walk and D.F.T. Past-President William Schuermann.

AT THE MEETING Harris agreed to propose to the school board that the main day of the convention next year (a Friday) be designated a "convention" day or "non-pay" day for all teachers.

Harris said he would request this change of practice "if the forms would be released." The meeting was followed by these developments:

1) The union voted that its members who are not education association members should hand in forms, as requested by the administration, accounting for their activities during the state teachers convention.

2) But Walk said, the union has

"placed its confidence" in Harris to take steps to have this policy changed beginning next year.

3) Meanwhile, State Rep. Howard C. Reppert, jr., of Des Moines said in a letter to Harris that he has been told by Des Moines teachers who do not belong to the education association that they regard the forms as a means of bringing pressure on them to join the organization.

The forms were devised as a means for non-members to indicate what school they visited.

The union claimed the forms were a discriminatory check on non-company union members, because no similar check was made on the latter to see that they attended the convention.

John L. Fallon New Secretary, Empire State

JOHN L. FALLON, president of the Kingston Teachers Federation, Local 781, has been named executive secretary and field representative of the Empire (New York) State Federation of Teachers.

Fallon has been a high school health and general science teacher in Kingston since 1956. A native of that city, he obtained his Bachelors from Syracuse University and a

Masters from the University of California, Los Angeles.

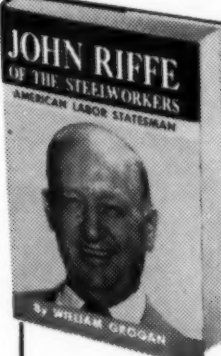
After obtaining the latter degree, he taught in the physical education department of the university, and later in Fresno and Fullerton, Calif. high schools.

ESFT President Eliot Birnbaum said that in his new position, Fallon will assist teachers in forming A.F. of T. Locals, service existing ones, assist the Federation's legislative chairman in Albany, follow up organizational leads, and prepare organizational literature and campaigns.



Mr. Fallon

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La Crosse, 652, Fights Veto Of Pay Raise

LEADERS of the La Crosse (Wis.) Federation of Teachers, Local 652, were meeting with their school board on salary, security and other adjustments following stormy teaching staff reaction to a city council veto of board-budgeted money for salary adjustments.



Mr. Blank

Harold J. Blank, Local 652 president, said the scheduled sessions concerned such things as local tenure, revision of contract wording, school day definition, payroll deduction of union dues, what constitutes extra-curricular activities and pay.

Teacher protest reached high pitch when the city council cut \$77,000, a large amount of which was intended for pay increases, from the board's budget, with anti-education Mayor Milo Knutson contending the teachers work only a 6-hour day.

The current La Crosse Bachelor's schedule is \$4,100 to \$6,000 in 13 years, and the Masters, \$4,300 to \$6,500 in 14 years. Teachers are "loaded" with preparation work and extra-curricular activities at no added pay.

A MAJORITY of the teachers immediately voted to work only the 6-hour day and without neglecting class preparation, eliminate such outside work as P-TA meetings, dramatic events, athletic programs and noon-hour assignments.

The resolution said that the city had disregarded the needs of teachers and pupils. Spokesmen for the high school student council backed the teachers.

The board gave the teachers a respectful hearing, promised efforts to improve the school situation but "instructed" them to fulfill their contract agreement for the remainder of the school-year. Teachers through Local 652 agreed to continue the extra work but under protest.

Executive Director James L. Fitz-

patrick of the Wisconsin Federation of Teachers and A.F. of T. General Counsel John Ligtenberg participated in events leading up to the truce.



Five-volume Labor Book Shelf presented to Wilmington, Del. high schools: Miss Marjorie Booker, P.S. du Pont high, receives books (*American Teacher*, Nov., 1959) from Clement J. Lemon, president of the Delaware State Labor Council. Participating in presentation are James J. LaPenta, Jr., left, and George W. Bowen, president of the Federation of Delaware Teachers, Local 762, and chairman of the labor council's education committee. Five other high schools, Wilmington, Claymont, Howard, Brown Vocational and Salesianum, also received the book shelf intended for labor education in the schools.

Social Science

From Page 6

forget that it takes 12 years to educate a child in our public schools, four more years in college and one, two, or more graduate years of study before a child can be expected to become an expert in any field of physical or social science.

We wonder, have the physical scientists become so obsessed with their self-aggrandizement that they believe that their master plan can reach fruition without an enlightened electorate?

We social scientists often wonder, what is the telic objective of the materialists? As the problems of school children are seemingly not included in their slide-rule calculations, nor are their schools, homes or assurances of a creative life, we can have cause for wonder.

AMERICA is in need of a sense of balance. It is the responsibility of the social scientists to help establish this lost balance. Human beings are more than muscle, cells, molecules

and atoms that add up to a sum called man-power. The future generation wants to walk on the earth like human beings before being thrown into space by militaristic scientists. We have no objection to space exploration. Social scientists would be the last group who would belittle our efforts to place a colony on the moon. Our only difference with the materialists is in believing that the earth and its people are far more important than the moon and its dust!

For further space exploration we need more funds. However we need more local, state, and Federal funds allocated to establish huge research laboratories for the social sciences. We need many scholarships to provide worthy and intelligent students who are willing to find ways to help mankind find the proper balance that is being lost in this mad race for materialistic supremacy.

We need vast sums to discover not new physical power, but to discover ways to use the abundant power we already have for the betterment of mankind. If society will provide this (society can), there will be sufficient funds left over for a future generation to shape our swords into plowshares, and (our) spears into pruning hooks.

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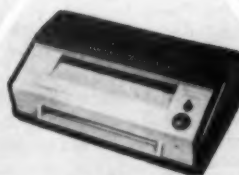
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School Costs To Double In 10 Years

PUBLIC SCHOOL costs were foreseen as doubling in the next 10 years and a program including Federal Aid for Education was mapped at an education conference of national, state and local leaders in Haven Hill, near Pontiac, Mich.



Gov. Williams

The conference was called by Michigan Gov. G. Mennen Williams, with the *American Federation of Teachers* represented by Carl J. Megel, its president. Purpose was to agree upon and classify school needs and procedures to fill them.

Following the sessions, Gov. Williams released a series of steps and correctives which he said were agreed upon by the conferees generally. They follow:

"1) There is every indication that the crisis (in enrollments and inadequate facilities) will deepen until comprehensive action is taken . . . Federal tax resources must be made available to help support our educational system.

"2) The traditional American ideal of free public education should not only be maintained but extended . . . The participants reject the notion that additional costs of higher education should be borne by individual students.

"3) Funds to finance the enormous needed expansion of our educational system (cannot) be diverted from present uses. There is no easy payment plan for American education.

"4) Federal action . . . should be immediate in terms of legislation now before the Congress, and long range . . . The time must come soon when a combination of Federal, state and local funds will be adequate to provide educational opportunity for every child.

"5) Education needs an informed, aroused and organized public opinion . . . The coming national campaign



Chicago school secretaries, clerks and big bosses at annual dinner of Chicago School Clerks Union, Local 224: From left, Thomas J. Haggerty, former labor member of school board; Katherine McDonough, Local 224 president; Roy Paanick, board labor member; Catherine Dunleavy, the Local's immediate past president; Frank McVeigh, school board personnel director; Rose Marzulla, Local 224 treasurer, and Thomas Murray, board member.

provides an ideal forum in which the issues can be aired.

"6) The ideal of non-segregation must be pursued at all levels of education . . . Immediate action in further desegregation of institutions of higher education is particularly feasible and desirable.

"7) The community college should receive the fullest possible encouragement and cooperation . . . to educate more students at lower cost close to home.

"8) Education of adults (should) be regarded as important as the education of children and youth . . . Institutions with educational facilities (should) be encouraged to make education of adults a major goal."

Invades Schools

From Page 10

tions (Cornell) has the following item in its minutes, October 14, 1959, regarding the school's work with public school teachers and administrators:

"Lack of knowledge regarding organized labor and labor relations on the part of social studies teachers and high school students points to the critical need for this school's continuous effort to work with public school teachers and administrators.

"The executive committee was instructed to set up a sub-committee which will advise the school regarding its work with public school teachers, serving to 1) stimulate teachers' conferences and other extension programs

to promote objective teaching and better understanding in the labor relations field, and 2) improve social studies curricula dealing with unions and labor-management relations.

"Among general public groups there is an increasing need for understanding of unions, their purpose, methods, and place in the community.

The resolution submitted by Local 189 to the Minneapolis *American Federation of Teachers* convention, 1959, suggests an adequate response to the challenge of the attempt by business to take over education.

It pointed out that the AFL-CIO education committee, the United Automobile Workers, the International Ladies Garment Workers and other union agencies have been active in supplying labor information in pamphlets, films, booklets and visits.

It urged the *American Federation of Teachers*, its Locals and members to cooperate with such efforts, "particularly with the Labor Book Shelf" (*American Teacher*, Nov., 1959) as widely distributed by the United Automobile Workers to school libraries.

A.F. of T. members were alerted to carefully examine free printed material and films supplied by agencies outside the school, and to cooperate with their local central labor bodies to improve the content and quality of textbooks and the syllabus materials on the social history of the United States.

(Labor Aids the Schools, the second article by Mr. Starr, will appear in the April *American Teacher* magazine.)

Labor Leader Gives Formula For Election

CLEVELAND as well as Chicago, Minneapolis and other major cities now has a labor leader as member of its board of education, following a locally unprecedented and union teacher-supported campaign that resulted in the election of Walter A. Davis, education director of the Retail Store Employees Union, Local 880.



Mr. Davis

Davis, 42, no novice in politics, directed labor's campaign in the state last year against the right-to-work amendment and is a former labor paper editor. Supported by the *Cleveland Teachers Union, Local 279*, under leadership of Paul A. Corey, its president, Davis was credited with "soundly whipping an entrenched school board machine."

Davis attributed his election to solid grassroot organization and a carefully prepared program of public relations. At the request of the *American Teacher magazine*, he recommended the following seven steps to labor leaders campaigning for elective office:

Labor Support: "If you can get the enthusiastic backing of labor, as I did, you have manpower going for you. On election day, Cleveland labor turned out over 300 precinct workers in my behalf. We spotted them in the places where three and four polling places are located. They did a key job of making a last minute contact with the voter."

Telephone Campaign: "Jane Adams, the women's director of the Ohio AFL-CIO, came to town for two weeks and organized a group of COPE women and teachers who went all-out on a telephone campaign. In two weeks they made 18,000 phone calls from their homes. They not only made calls—they also won new volunteers to our cause. As a result I was button-holed dozens of times by all sorts of people

who urged me to 'vote for this fellow Davis.'"

Platform: "Old-line politicians advised us to talk about as few issues as possible, especially the controversial ones. We did just the opposite. My platform was put in the hands of every opinion-molder in the city. We talked about issues that no one else wanted to talk about. Various blocs of voters found themselves agreeing with us on issues which were very close to their hearts."

Speaker's Bureau: "We decided early that it was impossible for me to try to make all meetings personally. But we also felt that we had to make every union meeting, every political gathering and every public forum. Therefore, we carefully trained a speaker's bureau made up entirely of teachers. The teacher may be underpaid but he is still one of the most respected members of the community. In many cases teachers were able to

make a more effective presentation than I could have personally. Teachers are a potent force and they worked effectively."

Kaffee Klatsches: "Kaffee Klatsches go on all the time, so we simply supplied them with material to talk about. Any housewife could call us and we willingly supplied coffee, campaign literature and a discussion leader—usually a teacher. We stopped counting after the first hundred Kaffee Klatsches. This is real grass-roots 'politicking' that pays tremendous dividends."

Literature: "All my literature hammered hard at the fact that I was the only candidate with children in school. This fact had tremendous appeal. In addition, we didn't take the advice of the professional politicians who insisted that we keep our literature brief. Our key piece of literature dwelt at length on my personal background, including the fact that I was from labor, gave a run-down on my platform and suggested a number of direct ways in which an individual could help my campaign. In all we distributed slightly over 500,000 pieces of literature."

Organization: "The best way to commit political suicide is to try to run a citywide campaign all by yourself. We had a tremendous team going for our side. My friends in the labor movement supplied the leadership and the inspiration. These were the ingredients of victory."

Merit Pay Ruled Illegal In Indiana

MERIT PAY is illegal in Indiana, according to an opinion (Official Opinion No. 35) by the state's Attorney General Edwin K. Steers.



Mr. Razumich

The opinion additionally stated that under state law, a local school board must establish a salary schedule and that the only basis for such a schedule can be, 1) training, 2) experience, and/or 3) degrees completed.

Robert J. Razumich, president of the *Gary Teachers Union Local 4*, said the opinion was sent to each member of the Gary

school board after it passed a resolution establishing a merit pay system for administrators and supervisors.

THE BOARD then reversed the merit pay resolution when it voted a pay raise for the system's administrators and supervisors.

Razumich said that while the opinion was not pointed to classroom teachers, Local 4 was interested because of its opposition to merit rating and many Gary administrators are Local 4 associate members.

Associate members, he added, receive benefits of the union, but cannot vote or hold office in it.

Taxation

From Page 8

cents for each \$100 of value of assessment.

Local tax assessors follow a wide variety of practices in assessing property for tax purposes. Assessments often range from true value in some communities to 20 percent of actual value in others. Usually the more valuable properties are given the greatest tax relief in assessing practices as they exist today. Technically the general property tax can be described as proportional; however, assessing practices and the physical make-up of most communities makes it regressive.

Not only is the property tax usually a regressive tax but in many areas it has reached the limit of its expandability for all practical purposes. Schools, municipal and county governments, and other miscellaneous local districts are all drawing from the same limited source.

Although the source of the general property tax usually expands each year, in the sense that the assessed valuation in each local community usually increases each year due to new construction, it fails to expand as rapidly as other tax sources.

Also, it fails to reflect the fact that property is constantly increasing in actual dollar value, usually at a rate faster than it depreciates due to age. Unless a perpetual re-assessment is made, the general property tax is always behind in the amount of revenue it produces compared to other sources.

ALTHOUGH the general property tax will undoubtedly be with us as a useful source of revenue for a long time to come, its past importance as the major source of revenue has been overshadowed by other taxes in our changing economy. This is partly due to the changing nature of our total national wealth. In the past, the great bulk of our wealth was in real property but today much of that wealth is in the form of stocks, bonds and other business and corporate interests. Because of this, the income tax, capital gains tax, inheritance tax, and corporate income tax have gained in importance as sources of revenue while the general property tax has diminished in importance.

Also it is a matter of equity. The graduated income, capital gains, inheritance and corporate taxes are progressive taxes while the general property tax is generally regressive.

Experts tell us we need an additional amount of at least \$240 spent on the education of each child, per

year, to bring education to its proper level. In most districts, because of the legal ceiling on property tax, this need could never be met. If no ceiling exists, the average householder would contribute approximately \$200 per year more in property tax, or his rent would be raised proportionately. On the other hand, if the additional cost is borne through Federal sources, by lowering the exemptions of each income taxpayer by \$100.00, each child in the United States can have \$240 additional per year spent on his education. The real estate tax costs the average household \$200 while the Federal support costs the same household far less than \$100 and avoids the whole question of legal ceilings on the local level. This is perhaps the best comparison of progressive and regressive taxation.

TO PUT IT another way, the tax for Federal support of education could be made even less demanding on the householder if Congress were to adopt the recommendations of the AFL-CIO economic policy committee. More than sufficient funds could be raised, without lowering the personal exemption, by taking the following actions:

a) Repeal the special tax relief granted to dividend income by the Revenue Act of 1954; b) Require withholding taxes on the payment of dividends and interest; c) Repeal excessive depletion allowances and remove from such tax privileges many of the metals and minerals now covered, and d) Tighten the capital gains tax structure by lengthening the holding period of long-range gains and increasing considerably the 25 percent tax rate. Also, remove from capital gains treatment the many types of income not originally included. This would place approximately 50 percent

of the total cost of education on a progressive tax base.

Beyond the equity or ability to pay considerations, there are many practical and moral questions that demand answers in our pursuit of adequate financing for education. Who benefits the most from education: the individual man, the whole society or do certain segments of the society benefit more and others less?

IN THE AGE of Socrates, education was an end in itself. Today it is a means to an end, in fact an absolute necessity to the continued progress of our society. With the advent of automation, industry needs less of the unskilled and more of the skilled in physics, math and the other sciences.

Who rightfully should bear the major portion of the cost: the homeowner when education is no longer an end in itself or the corporate interests who today demand the educated and highly trained persons to man the instruments of production? What are the moral as well as the practical considerations involved? It seems strange that the homeowner should continue to pay an unproportionate share of the costs of producing that which industry demands.

Participants at the Darwinian Centennial held at the University of Chicago late last year, presented the belief that man has only skimmed the surface so far as his intellectual abilities are concerned. They argued that our pursuit of knowledge and discovery will continue to be accelerated. But if we are going to use this knowledge effectively, it is obvious that we must have adequate financing for schools. When we make a study of this phase of education, and develop a sound and equitable program of financing, we will be getting at the heart of the problem.

Scan Appeal In Long Beach Case

ATTORNEYS for three Long Beach, Calif., teachers are currently considering court or other appeal of a case of state-wide implications here in which Superior Judge Fred Miller denied the teachers a writ of mandamus returning them to their jobs.

The teachers are Raymond A. de Groat, Lucille Couvillion Grieve and Maureen Cameron Clarke, members of the Long Beach Federation of Teachers, Local 1263, who were abruptly discharged (*American Teacher*, Nov., 1958) by the board near the end of their third probationary year.

The three were supported also by the California Federation of Teachers and the American Federation of Teach-

ers. The Long Beach school board is known for its "hiring and firing" policies.

De Groat was dropped first on a written administration charge of having an "independent spirit," and Mrs. Grieve and Mrs. Clarke for supporting him.

A six-day court hearing preceding Judge Miller's decision was bannerlined by the local newspapers when it was shown that two board members voted for the firing of de Groat, about whom the case centered, without knowing the charges. Also, when it was shown that de Groat's principal had praised him highly shortly before the firing.

New

BOOKS

Of Interest To Teachers

DIALOGUE ON JOHN DEWEY. Cloth. 155 pp. Edited by Corliss Lamont with the assistance of Mary Redmer. Horizon Press, Inc., 220 W. 42nd St., New York 36, N.Y., publisher. \$2.50.

This book, published in the hundredth anniversary year of the birth of Dewey, is a truly privileged insight into one of the great figures of the 20th century through the eyes of his close associates, renowned scholars, men profoundly familiar with both his personal life and his concepts.

Participants in the discussion are: James T. Farrell, James Guttman, Alvin Johnson, Horace M. Kallen, Harry W. Laidler, Corliss Lamont, Ernest Nagel, John H. Randall, Jr., Herbert Schneider, Harold Taylor and Milton Halsey Thomas.

For those who have already profited by the reading of John Dewey's epoch-making works, the volume will provide many enriching and important sidelights; those who have yet to make his acquaintance will find it an enlightening introduction.

THE SUPREME COURT IN A FREE SOCIETY. Cloth. 346 pp. By Alpheus T. Mason, McCormick professor of jurisprudence, and William M. Beaney, professor of politics and chairman of the department, Princeton University. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N.Y., publisher. \$6.50.

The book indicates how many of the major decisions of court history were influenced by external pressures and forces, and pictures the court as a contributor to the governing process, not suspended above political influence as is commonly thought.

The authors cite occasions where Supreme court action has had massive political implications and nation-shaking effects. It highlights critical periods in our history from the precedent-shattering Marbury vs. Madison decision of 1803 through the civil rights issues 151 years later, indicating the Supreme court has been an active, effective participant in our political process.

AMERICAN HERITAGE. Cloth. Monthly publication of history sponsored by The American Association for State and Local History, and the Society of American Historians. American Heritage, 551 Fifth Ave., New York 17, N.Y., publisher. \$2.95 per issue or \$12.50 per year by subscription.

These monthly publications, done in color, are a great asset to the student of American history. Each issue contains articles of historical significance with authentic reproductions of art on all phases of early America.

Among the articles in the last December issue are The Battle That Won an Empire, describing the conquering of Quebec; the story of the political campaign of 1896 between William McKinley and William Jennings Bryan; the \$24 Swindle describing the sale of Manhattan by the Indians, and others.

HORIZON. Cloth. Monthly magazine of the arts averaging 135 pp. Horizon, 551 Fifth Ave., New York 17, N.Y. publisher. \$3.95 per copy or \$18.00 per year.

Done in exquisite paper and with art works in full color, the collection is one to enhance any library. The last November issue, as an example, contains 12 articles on such varied aspects of our present-day world as love, art, literature, the movies; and considers as well some monuments of high civilization of the past—from the lost minaret of Jham, known only in legend until 1957, to an 18th century Grand Tour of Europe. Each article is profusely illustrated. Altogether there are 165 pictures, 47 in full color.

FIVES AT SCHOOL. Cloth. 333 pp. By Elenora Haegle Moore, associate professor of elementary education, Wayne State University, Detroit, Mich. G. P. Putnam's Sons, 210 Madison Ave., New York 16, N.Y., publisher. \$4.75.

Highlights the similarities and differences in home life and in kindergarten experiences for downtown five-

year-olds and suburban fives. The author points out the many influences that affect a child's development and learning, placing particular emphasis on those which might be labeled psychological or sociological. The objectives of education for all young children and school programs to realize education goals are discussed in relation to these influences.

A READER'S GUIDE TO THE SOCIAL SCIENCES. Paper. 256 pp. Edited by Bert F. Hoselitz of the University of Chicago, with chapters by Peter M. Blau, Joan W. Moore, Heinz Eulau, Norton S. Ginsburg, Gail Kelly, and Walter R. Reitman. The Free Press, Glencoe, Ill., publisher. \$2.95. Cloth, \$6.00.

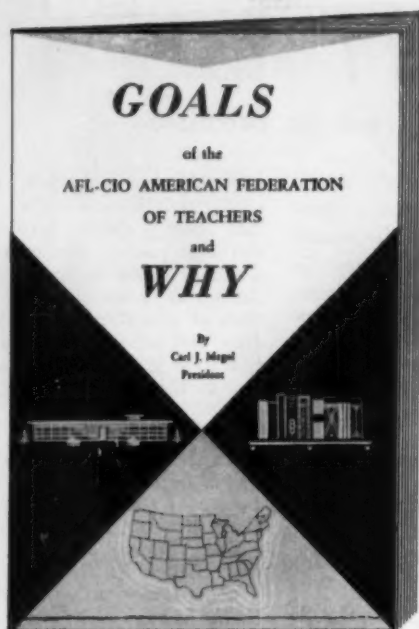
This volume will be an asset to the reader interested in the social sciences, or in the problems studied by them, but who does not know what to read.

There are chapters on anthropology, economics, sociology, political science, history, geography, and psychology. Each author describes the manner in which a special field of study has emerged and developed. Each discusses the important personalities and historically important writings, as well as the present state of each field and its most significant contemporary workers.

A CONTEMPORARY ANALYSIS OF A LABOR UNION. Paper. 32 pp. By Miles E. Hoffman, department of economics and management, Temple University, Philadelphia, Pa. Glass Bottle Blowers Association of the U.S. and Canada, 226 S. Sixteenth St., Philadelphia 2, Pa., publisher. Copies free.

This is an independent, completely objective study into the structure and operation of one of the country's major labor organizations. It is a non-biased study on the labor movement and should be especially valuable to social science teachers who wish to give their students an objective awareness of one of the more important phenomena of life in the mid-20th century.

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ture now available from your National Office. These are booklets and leaflets of appeal to every teacher. All are handy size.

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Since all items are priced below actual cost, please help us save bookkeeping by enclosing check or money order. Prices of other literature, buttons, pins, et cetera, on request.

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